LIST A
STAKEHOLDERS' PROPOSED DATA POINTS FOR SPECIAL EDUCATION ACCOUNTABILITY

- Competency-based evaluation based on performance and content and knowledge
- Number and percent of behavior referrals
- Number and percent of children and students (ages 0-22) exiting special education successfully
- Number and percent of complaints resolved through due process hearings
- Number and percent of fully certified special education staff
- Number and percent of referrals for discipline
- Number and percent of students ages 14 to 22 who do not complete school
- Number and percent of students in subsidized/unsubsidized employment at 1 and 2 years out
- Number and percent of students in subsidized/unsubsidized employment at 3 and 5 years out
- Number and percent of students leaving school who are literate in reading, writing, listening, and speaking with or without assistive technology
- Number and percent of students participating in their IEP meetings
- Number and percent of students placed in alternative educational settings
- Number and percent of students suspended with and without Behavioral Intervention Plans
- Number and percent of students who drop out at 8th and 12th grades
- Number and percent of students with Behavioral Intervention Plans
- Number and percent of suspensions and expulsions
- Number and percent of teacher emergency permits and waivers
- Number and percent of teachers with preliminary credentials who have BTSA support
- Number and type of complaints that make it to the state level
- Percent of general education placements receiving OT services
- Percent of general education placements receiving PT services
- Percent of principals and other administrators who have attended training on the FedCAP
- Percent of students by ethnicity and disability and placement
- Percent of students for whom IEP goals are aligned with state standards
- Percent of students in general education classroom more than 80% of the time
- Percent of students in their school of choice or neighborhood school
- Percent of students receiving a diploma or Certificate of Completion
- Percent of students with disabilities who participate in alternative assessments
- Percent of students with disabilities who participate in state or district-wide assessments with or without accommodations
- Percent of students with emotional disability who are receiving psychological services
- Percent of WorkAbility I students enrolled in postsecondary education, by district of graduating high school
- Program and fiscal accountability
- Retention/social promotion
- Special education attendance by placement
- Standards for students with severe disabilities and/or medical fragility
- Student assessment using Grade Point Average
- Student assessment using multiple measures
- Student assessment using portfolios
- Student satisfaction
- Student Study Team referrals for assessment that do not result in SE placement
- Systematic measurement of developmental domains for children ages 0-5
- Systematic measures of school climate
- Teacher satisfaction
- Truancy

SPECIAL EDUCATION DIVISION ANALYSIS
OF STAKEHOLDERS PROPOSED DATA POINTS
FOR SPECIAL EDUCATION ACCOUNTABILITY

A. Data points available immediately
4. Number and percent of complaints resolved through due process hearings
5. Number and percent of fully certified special education staff
7. Number and percent of students ages 14 to 22 who do not complete school
8. Number and percent of students in subsidized/unsubsidized employment at 1 and 2 years out
14. Number and percent of students who drop out at 8th and 12th grades
17. Number and percent of teacher emergency permits and waivers
19. Number and type of complaints that make it to the state level
20. Percent of general education placements receiving OT services
21. Percent of general education placements receiving PT services
25. Percent of students in general education classroom more than 80% of the time
27. Percent of students receiving a diploma or Certificate of Completion
30. Percent of students with emotional disability who are receiving psychological services
31. Percent of WorkAbility I students enrolled in postsecondary education, by district of graduating high school

B. Data points projected to be available in the fall of 1999
16. Number and percent of suspensions and expulsions
22. Percent of principals and other administrators who have attended training on the FedCAP
28. Percent of students with disabilities who participate in alternative assessments
29. Percent of students with disabilities who participate in state or district-wide assessments with or without accommodations

C. Data points not available but could be collected
9. Number and percent of students in subsidized/unsubsidized employment at 3 and 5 years out
11. Number and percent of students participating in their IEP meetings
18. Number and percent of teachers with preliminary credentials who have BTSA support
41. Systematic measurement of developmental domains for children ages 0-5

D. Data points so difficult to obtain that feasibility is questioned
2. Number and percent of behavior referrals
10. Number and percent of students leaving school who are literate in reading, writing, listening, and speaking with or without assistive technology
13. Number and percent of students suspended with and without Behavioral Intervention Plans
15. Number and percent of students with Behavioral Intervention Plans
24. Percent of students for whom IEP goals are aligned with state standards
33. Retention/social promotion
35. Standards for students with severe disabilities and/or medical fragility
36. Student assessment using Grade Point Average
37. Student assessment using multiple measures
38. Student assessment using portfolios
42. Systematic measures of school climate
44. Truancy

E. Data points requiring further clarification

      1. Competency-based evaluation based on performance and content and knowledge

      3. Number and percent of children and students (ages 0-22) exiting special education successfully

      6. Number and percent of referrals for discipline

      12. Number and percent of students placed in alternative educational settings

      23. Percent of students by ethnicity and disability and placement

      26. Percent of students in their school of choice or neighborhood school

      32. Program and fiscal accountability

      34. Special education attendance by placement

      39. Student satisfaction

      40. Student Study Team referrals for assessment that do not result in SE placement

      43. Teacher satisfaction

LIST C
SED GOALS WITH PERFORMANCE INDICATORS ASSIGNED

I. The unique needs for specially-designed instruction will be accurately identified for all students with disabilities.
   a. Increase the percent of complaints that are satisfactorily resolved
   b. Increase the percent of due-process requests resolved by mediation
   c. Decrease the number of inappropriate identification of disabilities
   d. Decrease the degree of disproportion of placement by ethnicity by disability category
   e. Increase the percent of students with disabilities receiving needed related services (OT, PT, Psyc services, speech, etc.)

II. All students with disabilities will be served or taught by fully qualified personnel.
   a. Increase the percent of fully certified personnel
   b. Decrease the percent of number of personnel needed but not filled

III. All students with disabilities will be successfully integrated with non-disabled peers throughout their educational experience.
   a. Decrease the percent of placement out of district of residence
   b. Decrease the percent of placement out of home school (choice)
   c. Decrease the percent of placement out of SELPA
   d. Increase the percent of placement in general education
   e. Decrease the degree of disproportionality by ethnicity in selected disability categories who are placed in more restrictive settings
   f. Decrease the percent of students with disabilities expelled or suspended to parity with General Education

IV. All students with disabilities will meet high standards for academic and non-academic skills.
   a. Increase the percent of students with disabilities participating in STAR
   b. Increase the average performance of students with disabilities taking STAR
   c. Increase the percent of students exiting with a diploma
   d. Increase the percent of students returning to general education
   e. Decrease the percent of students dropping out
   f. Increase the average performance of students with disabilities on measures of literacy
   g. Decrease the percent of students with disabilities taking alternate assessments to maximum extend appropriate
   h. Increase the percent of students with disabilities passing alternate assessment

V. All students with disabilities will successfully participate in preparation for the workplace and living independently.
   There were no measures provided for this goal.

KEY PERFORMANCE INDICATORS (KPIs) SELECTED BY SED GOALS

I. The unique needs for specially-designed instruction will be accurately identified for all students with disabilities.
   a. Increase the percent of complaints that are satisfactorily resolved
   b. (not used as KPI)
   c. (not used as KPI)
   d. Decrease the degree of disproportion of placement by ethnicity by disability category
   e. (not used as KPI)

II. All students with disabilities will be served or taught by fully qualified personnel.
   a. Increase the percent of fully certified personnel
   b. Decrease the percent of number of personnel needed but not filled

III. All students with disabilities will be successfully integrated with non-disabled peers throughout their educational experience.
   a. Decrease the percent of placement out of district of residence
   b. (not used as KPI)
   c. Decrease the percent of placement out of SELPA
   d. Increase the percent of placement in general education
   e. Decrease the degree of disproportionality by ethnicity in selected disability categories who are placed in more restrictive settings
   f. Decrease the percent of students with disabilities expelled or suspended to parity with General Education

IV. All students with disabilities will meet high standards for academic and non-academic skills.
   a. Increase the percent of students with disabilities participating in STAR
   b. Increase the average performance of students with disabilities taking STAR
   c. Increase the percent of students exiting with a diploma
   d. Increase the percent of students returning to general education
   e. Decrease the percent of students dropping out
   f. Increase the average performance of students with disabilities on measures of literacy
   g. (not used as KPI)
   h. (not used as KPI)

V. All students with disabilities will successfully participate in preparation for the workplace and living independently.

   No KPIs were identified for Goal V

Key Performance Indicators (KPIs) Identified
as Selection Criteria for Special Education Monitoring

I. The unique needs for specially-designed instruction will be accurately identified for all students with disabilities.
>   a. (not used as a selection KPI)
>   b. (not used as KPI)
>   c. (not used as KPI)
>   d. Decrease the degree of disproportion of placement by ethnicity by disability category
>   e. (not used as KPI)

II. All students with disabilities will be served or taught by fully qualified personnel.
>   a. Increase the percent of fully certified personnel
>   b. (not used as a selection KPI)

III. All students with disabilities will be successfully integrated with non-disabled peers throughout their educational experience.
>   a. (not used as a selection KPI)
>   b. (not used as KPI)
>   c. (not used as a selection KPI)
>   d. Increase the percent of placement in general education
>   e. (not used as a selection KPI)
>   f. Decrease the percent of students with disabilities expelled or suspended to parity with General Education

IV. All students with disabilities will meet high standards for academic and non-academic skills.
>   a. Increase the percent of students with disabilities participating in STAR
>   b. Increase the average performance of students with disabilities taking STAR
>   c. Increase the percent of students exiting with a diploma
>   d. Increase the percent of students returning to general education
>   e. Decrease the percent of students dropping out
>   f. Increase the average performance of students with disabilities on measures of literacy
>   g. (not used as KPI)
>   h. (not used as KPI)

V. All students with disabilities will successfully participate in preparation for the workplace and living independently.
>   No KPIs were identified or used for selection for Goal V